

**THE EFFECTIVENESS OF USING CHAIN STORY TECHNIQUE TOWARDS
STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMP PERINTIS 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF
2018/2019**



**A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree**

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ABSTRACT

In learning English, the students still found difficulties in writing, especially in understanding and getting information of the text. There were also faced by the students of the eighth grade of SMP Perintis 2, Bandar Lampung. To solve that problem, the researcher applied Chain Story technique. Through the application Chain Story technique for teaching writing, the students' find information from the text quickly. The objective of this research was to know whether there was a significant effectiveness of using Chain Story technique toward students 'ability in writing descriptive text.

The design of this research was quasi experimental design. The population was the students eighth grade of SMP. The samples were 76 students taken from eighth grade of which was chosen through random sampling technique. The samples of this research were two classes consisting of 38 students for experimental class and 38 students for control class. In the experimental class, Chain Story technique was used and in control class Three Phase technique was used. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, were administred pre-test and post-test. The instrument was descriptive text writing test. The data was analyzed using SPSS to compute independent sample t-test.

So, the result showed that Sig = 0.001 and $\alpha = 0.05$. It revealed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because Sig < $\alpha = 0.001 < 0.05$. In the other words, there was a significant effectiveness of using Chain Story technique towards students' ability in writing descriptive text.

Keywords: Chain Story technique, Writing, Descriptive Text, Quasi Experimental.



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A research thesis entitled: **“THE EFFECTIVENESS OF USING CHAIN STORY TOWARDS STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP PERINTIS 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, by: **EGI NOVITASARI**, NPM: 1311040142, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, January 02nd 2020.**

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DECLARATION

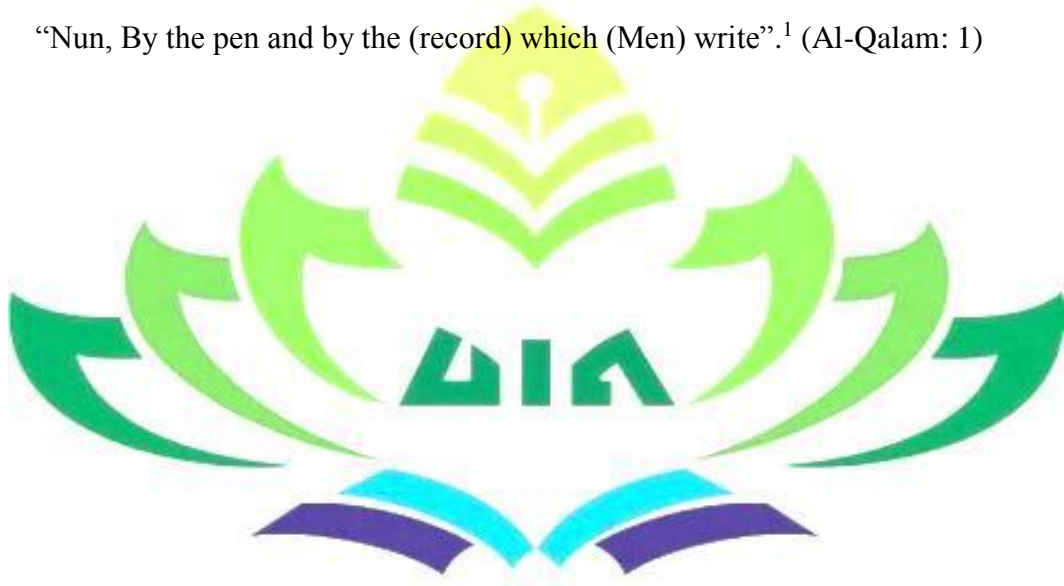
Hereby, I state this thesis entitled “The Effectiveness of using Chain Story Technique towards Students’ Ability in Writing Descriptive Text at SMP Perintis 2 Bandar Lampung in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.



MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record) which (Men) write”.¹ (Al-Qalam: 1)



¹ Abdullah Yusuf Ali, *The Holy Qur'an English Translation of the Meanings*, (New Johar: The King Fahd Holy Qur'an Complex, 1987), p. 57

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Herlis and Afrida who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved lecturers and my friends
3. My beloved big family.
4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The writer's name is Egi Novitasari. She was born in Lampung on November 30th, 1994. She Is the first child of two children of Herlis and Afrida. She has one sister, whose name is Najwa Dwi Audina.

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Bandar Lampung, March 2019
The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the productive skills for communication through written language. Many students use the written language as a means of communication to convey the message, ideas, information, and so on. This opinion is supported by Nation, he states that most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind when writing.¹ It means that writing can be used for communication between the reader and the writer in written language to deliver the message.

According to Siahaan, Writing is a psychological activity of the language user to put information in the writing text.² It means that writing is a skill of a writer to give information to the readers. Especially in this modern area, most of people get the information without have to write. So writing skill is a fundamental skill to someone who wants to convey what they think.

According to Raimes, writing is a skill in which we express ideas, feelings and thought that are arrange in words, sentences and paragraphs by using

¹I. S. P. Nation, *Teaching ASL/EFL Reading and Writing* (New York: Routledge, 2009), p.94

²Sanggam Siahaan, *Generic Text Structure*, 1st Edition.(Yogyakarta.GrahaIlmu, 2008), p.3

eyes, brain and hand.³ It means that writing can be used to express someone's feelings or ideas and make a story based on their own selves by using brain to produce idea, hand to write, and eyes to look at the result of writing.

Another statement, writing is not easy subject because it is not only transcribing language into written symbol, but also as thinking process. Raimes states that there are many elements that should be considered and noticed in producing a piece of writing, for example content, grammar, syntax, mechanic, organization, word choice and so forth.⁴ It means that writing is a difficult skill to understand for the students in the learning process that is why writing is important to teach for the students.

According to curriculum of junior high school, there are many kinds of texts. They must be learnt such as description, recount, information report, narrative, procedure, explanation, discussion, and response. Based on the syllabus and relevant book in the first semester of the eighth grade of junior high school, descriptive text must be studied by students. It means that one of the text that students must comprehend in the text that tells about description.

³ Ann Raimes. *Technique in Teaching Writing*. (New York. Oxford University Press. 1983), p.2

⁴*Ibid*, Raimes. p.6

As Artono said, " Descriptive text is a text that describes the features of someone, something, or a certain place.⁵ There are some features in a descriptive text that we must give a serious attention, they are: The identification of the descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of the general statement or main idea or supporting details to the general statement. Another feature is grammatical feature of a description. Factual descriptions usually included the following grammatical features: (a) verbs in the present tense, (b) adjective to describe the features of the subject, and (c) topic sentences to begin paragraph and organize the various aspect of the description.⁶ In writing descriptive text, the students are asked to write down introduction about the object and describe details appearance of the object.

Based on the preliminary research at the eighth grade of SMP Perintis 2 Bandar Lampung, the researcher found that the students still had many problems in learning English especially in writing. Based on interview with the English teacher Maya Nova Handayani, she said that the students were difficult to express their ideas and develop their imagination and write it down through written form. The students are confused to write because they do not

⁵ Fikri Fauzi Alwi, *Improving Students' Ability in Writing Descriptive Text using Clustering Technique at Eight Grade Students of MTs*. Darul Ma'arif Cipete (Jakarta: UIN Syarif Hidayatullah Jakarta, 2011) p.2

⁶ Anderson Mark and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia Pty Ltd, 1998)

understand how to describe something and the students feel bored in teaching writing. In learning process the teacher uses the Three Phase Technique.⁷

After interviewed teacher, the researcher also interviewed the students at the first semester of the eighth grade of SMP Perintis 2 Bandar Lampung. The researcher found some factors of students' problems in learning English especially writing descriptive text. The students have difficulties in writing descriptive text. The students said that technique the teacher uses is not interesting in teaching writing in the classroom, the teacher just focuses on the theory and spends the time in the class to explain it. The students get difficulties to understand the use of teachers' technique, so the students get difficulty to express their ideas to learn writing.⁸

In this research the teacher must have another technique in teaching process in order to make the students become more creative and easier to develop their ideas especially in writing. Based on preliminary research that was done by the researcher in SMP Perintis 2 Bandar Lampung, the students' ability in writing descriptive text is still low. It can be seen in the table.

⁷Maya Nova H, *Interviewed to English Teacher of SMP PERINTIS 2 Bandar Lampung on June 30th 2017*

⁸Dara Faradilla, Sitatul Azizah, Bimo Aditya, *Students Eighth Grade of SMP Perintis 2 Bandar Lampung, on June 30th 2017*

Table 1
Students' Score of Writing at the Eighth Grade of SMP PERINTIS 2
Bandar Lampung in the Academic Year of 2018/2019

No	Class	<70	≥70	Total of students
1	8A	22	17	39
2	8B	27	8	35
3	8C	26	12	38
4	8D	28	7	35
Total		103	44	147

Source: English Teacher of SMP PERINTIS 2 Bandar Lampung 2018/2019

From the table above, there were 44 students out of 147 students who passed the test based on criteria of minimum mastery (KKM) and there were 103 students failed. In this research, the student score of KKM in SMP Perintis 2 Bandar Lampung is 70 and there are many students who get the score under 70. The total number of students who get difficulty in writing is 103 out of 147 students. It means that the students who felt difficult in writing were majority.

After doing observation to handle this problem, an English teacher should arrange the way to find appropriate technique or appropriate aid that can be used to help students increase their participation in the class, make them interesting, then the teacher must choose the suitable technique. It is necessary to the teacher to make a different atmosphere in class to get good result for the students during the learning process.

According to Adago, who uses chain story with children, believes that these stories work well with children because they do not feel intimidated by the format. She feels that the small contributions that each student makes seem

less daunting than the thought of writing a complete story on their own.⁹ It means that Chain Story Technique is very helpful technique to decrease students' difficulties in writing, especially in writing descriptive text, when the students got an important opinion to express the best way using Chain Story Technique.

Omaggio and Boylan recommend to use this activity to review vocabulary and grammatical structures. This practice gives them the knowledge to use the constructions correctly. Students use these skills to help the entire group correct errors.¹⁰ From the explanation above Chain Story also improve students' attitude toward writing. Researcher believes that students who are aware of their own learning feel a sense of accomplishment. This helps them to lower their affective filters and get involved with writing.

Chain story is an effective technique to be used in helping the students to compose their writing, especially composing recount texts. It has been revealed by a research conducted by Febrina in UIN Suska Riau 2013 entitled "The Implementation of Chain Story in Teaching Recount text of the First years Students at Islamic Senior High School Dar El Hikmah Pekanbaru". The result of the research showed that there was significant progress for the

⁹Guadalupe-Amelia Agado, "Story Starters and Group Writing Motivate Children to Write" (Reading Teacher 37: 1984), p. 438-439.

¹⁰Alice v C. Patricia C. Boylan, *Strategies for Personalization in the Language Classroom* Hastings-on-Hudson, N.Y.: (American Council on the Teaching of Foreign Languages : 1984), p.57

students in writing recount text from Pre-test to Post-test (the Pre-test score is 41.56, Post-test 1 is 62.04, Post-test 2 is 75).¹¹

Chain Story Technique is able to make students' creative in story. It has been revealed by a research conducted by Kasniati Harahap UIN-Su Medan entitle "Improving Students' Achievement in Writing Narrative through Chain Story technique at second grade of Mts Al-Washiliyah Tembung". The result of the research showed from the second-test (90.69) was higher than that of the first-test (70.52) and also higher than that of orientation free test (42.72).¹²

From the previous above, it can be known that the different of previous research. The first previous study concerned on the implementation of chain story in teaching recount text. The second previous study concerned on the improving students achievement and writing narrative through chain story technique. Its mean that in this study was use chain story technique for significant improving in writing descriptive text.

Based on the explanation above, the researcher is interested in using Chain Story Technique as a technique in teaching writing descriptive text. Therefore, the researcher proposes a research entitle : of "The Effectiveness of Using Chain Story towards Students' Ability in Writing Descriptive Text

¹¹ Febrina, *The Implementation of Chain Story in Teaching Recount text of the First years Students at Islamic Senior High School Dar El Hikmah Pekanbaru*, A Thesis of S1 Degree English Education of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, Available at: (http://repository.uin-suska.ac.id/9712/1/2013_201374PBL.pdf) Accessed on Desember 2nd,2017

¹² Kasniati Harahap, *Improving Students' Achievement in Writing Narrative through Chain Story technique at second grade of Mts Al-Washiliyah Tembung*, A Thesis of S1 Degree English Education of State Islamic University of North Sumatra Medan, Available at: (<http://repository.uinsu.ac.id/2648/1/Kasni%27/%20Thesis.pdf>) Accessed on April 27th,2018

at the First Semester of the Eighth Grade of SMP Perintis 2 Bandar Lampung in the Academic Year of 2018/2019.”

B. Identification of the problem

Based on the background of the problem, the researcher identified the problems are as follows:

1. The students' are difficult to express their ideas in English writing.
2. The students have difficulty to develop their imagination in writing ability especially descriptive text.
3. The English teacher uses uninteresting technique in teaching writing.

C. Limitation of the problem

Based on the identification above, the researcher focused on using Chain Story Technique toward students' ability in writing descriptive text at the first semester of the eighth grade of SMP Perintis 2 Bandar Lampung. The researcher indicates that Chain Story can motivate the students to learn writing ability.

D. Formulation of the problem

The researcher formulated the problem as follows:

Is there any effectiveness of using chain story towards the students' ability in writing descriptive text?

E. The objective of the research

The objective of the research was to know whether or not there is significant effect of using chain story towards students' ability in writing descriptive text at the first semester of the eighth grade of SMP Perintis 2 Bandar Lampung.

F. Significance of the research

1. Theoretically

The result of this research was expected to support the previous theories about teaching writing ability using Chain Story technique.

2. Practically

a) For the students

It is hoped the students was enjoy following the English class. It was motivated them so they was be easy to understand the lesson.

b) For the teacher

The teacher should be more creative in creating attractive and interesting class for teaching writing descriptive text. Besides, the teacher also has to pay attention to the students. The teacher should have many ideas to implement Chain Story as a technique which cannot only help students in writing but it also motivate them in learning other skills.

G. Scope of the research

1. The subject of the research

The subject of the research was the students at the eighth grade of SMP Perintis 2 Bandar Lampung.

2. The object of research

The object of research was the effectiveness of using chain story towards student's ability in writing descriptive text.

3. The place of the research

The research was conducted at SMP Perintis 2 Bandar Lampung.

4. The time of the research

The research was conducted at the first semester of eighth grade in the academic year of 2018/2019.

CHAPTER II FRAME OF THEORY

A. Writing

1. Concept of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Richards and Renandya, Writing is the most difficult skill for second language learners to master.¹³ The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. According to Axelrod and Coopers' said writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.¹⁴

Murcia said, writing is "the ability to express one's ideas in written form is a second or foreign language".¹⁵ It means that writing is an activity to express our ideas in written form on the other side, Barnet and Stubb's said that writing as a physical act, it requires material and energy. And like most physical acts, to be performed fully, to bring pleasure, to both performer and

¹³Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Pres, 2002), p.303

¹⁴Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing*, (New York: St Martin's Press, Inc, 1985), p.3

¹⁵Marianne C. Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle Publishers, 1991), p.233

audience, it requires practice”.¹⁶ From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

From all the statements above, it can be concluded that writing is an activity to express idea of writing in order to deliver message to the readers.

2. Writing Ability

Writing is one of the important ways to deliver information through language mastery by both the writer and the reader. Siahaan says that writing is the skill of a writer to communicate information to a reader in the written text.¹⁷ It means that we must have an ability to express our ideas and thoughts in our writing clearly. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Tribble says that there are five scoring criteria for scoring of writing, they are:

1. Fulfillment and content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),

¹⁶Barnet and Stubbs's, *Practical Guide to Writing*, 4th edition (Canada:Brown Company, 1983). p.3

¹⁷ Sanggam Siahaan, *Issues in linguistics*, (Yogyakarta: Graha Ilmu, 2008), P.215

5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁸

Writing ability is one of the most important skills that should be mastered. If we are able to write well, it means that we are able to communicate effectively.¹⁹ The reader can get the information from the writer about something explained through writing.

Based on the explanation above, the researcher concludes that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

3. Concept of Writing Process

Writing process is the stages a writer goes through in order to produce something and its final written form. This process may, of course, be affected by the content (subject-matter) of writing, the types of writing (shopping list, letters, essays, report, or novel) and the medium it is written in (pen and paper, computer word files, etc).²⁰ Based on statement above, the researcher conclude that there are many factor related in writing, not only steps in which we show our mind to the reader, but also the content or the message of the writing. Although, writing needs many steps and rather difficult to do writing, the writing must also gave attention to the message that was be conveyed to the

¹⁸ Christopher Tribble, *Language Teaching Writing*, (Oxford University, 1996), P.130

¹⁹ International and Pan-American Copyright Convention, *Junior Skill Builders: Writing in 15 minutes a day*, (New York: Learning Express, 2008), P.1

²⁰ Jeremy Harmer, *How to Teach Writing*, (London: Longman : 2004), p.39

reader, in order to make the reader understand and get the specific information of the writing.

In process of writing, in the real world, this typically involves planning what we are going to write, drafting it, reviewing, and editing what we have written and then producing a final and satisfactory version.²¹ All of these cases are suggested that process has four stages. There are:

a. Planning.

Plan what they are going to write. When planning, writers have think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

b. Drafting.

The first version of a piece of writing as a draft.

c. Editing (Reflecting and revising).

The writers tend to look issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

d. Final version.

The writers are now ready to send he written text to its intended audience.²²

The writing process is more complex than this, of course and the various stages of drafting, reviewing, re-drafting and writing, etc. it means that in

²¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007). p.258

²² Jeremy Harmer, Op. Cit, p.4-5

writing many steps to make a good writing before send to audience must correct about the content and grammar. On the process of writing it take times: time to brainstorming ideas or collect them in some other way: time to draft a piece of writing and then, with the teachers help, perhaps, review it and edit it in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing so on.

From the statement above, the researcher concludes that writing process is a process of delivering the ideas through written form. Then, writing process is an activity to produce a well-organize written language which needs some steps or process. The students was make good writing if they follow rules of writing process, as they begin with planning, drafting, editing and final version.

4. Concept of Teaching Writing

Harmer says that by far the most important reason for teaching writing of course is that a basic of language skills.²³ Therefore, teaching writing to student of English is more important that other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should be given much attention as reading, speaking and listening. Yet, many teacher and student alike consider writing to be most difficult subject of language skill to learn.

²³ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2007). p.23

Based on the statement above, the researcher can conclude that teaching writing text is very important; however, learning is not be easy because the students should learn some components, namely: structure, spelling, and punctuation. The teacher can teach writing easily to make the students feel a viable to learn. Good performance can help the teacher to send the material perfectly. In addition, brown states that there are types of writing class performance:

1) Imitative, or writing down

Beginning level of learning to write, students was simply “writing down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive, or controlled

Writing is sometimes used as production made for learning, reinforcing or testing grammatical concept. This intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

3) Self writing

A significant a proportion of class room writing may be devoted to self-writing or writing which only the self in mind as audience.

4) Display writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, easy examinations and even research reports was involve an element of display.

5) Real writing

While virtually every classroom writing task was had an element of display writing in same classroom, writing aims at the genuine communication of message to an audience in need of those message.

There are subcategories that illustrate how reality can be injected:

(a) academy, (b) vocational/technical, and (c) personal.²⁴

When the teacher writes in the classroom, it has many activities that the students do in learning. The teacher not only ask her students to write sentences or composition, but also can focus their activities in language practice and make them more active. For example the teacher asks them to write a dialog with partner. It makes the students get ideas or suggestion from other students. The teaching of writing is matter of prescribing a set of predetermine tasks or exercise to the students. When teachers teach writing course, s/he does not only teach about the develop of ideas in writing, but also need a serious attention of how to write English sentences grammatically and systematically. So, teaching writing was be good if depends on the teachers' being improve.

²⁴ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. (San Fransisco: Longman, 2001). p343-346

5. Types of Classroom Writing Performance

In teaching writing there are several ways of testing writing for the students.

There are three designing assessment task for writing skill, they are as follows:

1. Imitative writing

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

a. Task in (Hand) writing letter, words, and punctuation.

- 1) Copying
- 2) Listening cloze selection task
- 3) Picture-cued task
- 4) Form completion task
- 5) Converting numbers and abbreviation to words

b. Spelling task and detecting phoneme-grapheme correspondences

- 1) Spelling test
- 2) Picture cued-task
- 3) Multiple choices techniques
- 4) Matching phonetics symbols

2. Intensive (Controlled) Writing

The next level of writing is what second language teachers training manuals have for decades called controlled writing. It may also be thought of as form focused writing, or simply guided writing. A good deal of writing at this level

is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessary to convey meaning for an authentic purpose. The traditional grammar/vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker ability to combine or use words correctly.

No new information is passed on from one person to the other.

- a. Dictation and Dicto-Comp
- b. Grammatical transformation tasks
- c. Picture cued tasks
 - 1) Short sentences
 - 2) Pictures description
 - 3) Picture sequence description
- d. Vocabulary assessment tasks
- e. Ordering tasks
- f. Short answer and sentence completion tasks

3. Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They can be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- a. Paraphrasing.
- b. Guided question and answer.
- c. Paragraph construction tasks.
 - 1) Topic sentence writing.
 - 2) Topics development within a paragraph.
 - 3) Development of main and supporting ideas across paragraphs.
- d. Strategic options
 - 1) Attending to task.
 - 2) Attending to genre.²⁵

From the explanation above, teaching writing skills as well as important skill other skill because when students find the new words, they often think and write it for their language. From studying about writing, the students was know how they use their punctuation, grammar, vocabulary, spelling, and all that include in writing. in this research the researcher use chain story technique for teaching writing descriptive text.

6. Indicators / Aspects of Writing

In writing activity, the writers are successful if their writing contains some components of writing. There are five components which have to fullfil. The components are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).

²⁵ *Ibid*, p.233-236

3. Vocabulary (the ability to use of word/idiom).
4. Language (the ability to write in appropriate).
5. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).²⁶

Based of statement above, writing has five components: Content, Organization, Vocabulary, Language, and Mechanic. They are components to be intended by the writer to get good writing.

B. Text

Text is a meaningful linguistic unit in a context.²⁷ It means that text is a unit with a meaningful linguistic in a context. While genre of text is a type of writing that provides systematic linguistics and characteristic lexicon grammatical features. The genres are described in school and non-school environment. These genres arose in social interaction to fulfill human social purposes. As the result, genre of the text is a type of writing that provides systematic and characteristic features an also has in social interaction to fulfill human social purpose.²⁸ According to Gerot and Wignel classify the genre of text into thirteen types, they are:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

²⁶ Christoper Tribble, *Op,Cit*

²⁷ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008)

²⁸ Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: Andi, 2007), p.23

c. Report

Report is a text to describe the way things are with reference to range of natural, manmade and social phenomena in our environment.

d. Analytical exposit in

Analytical exposition is a text to persuade the reader or listener that something in case.

e. News item

News item is a text to inform readers, listener or viewers about events of the day which are considered news worthily or important.

f. Anecdote

Anecdote is a text share with other an account an unusual or amusing incident.

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedures

A procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or things.

j. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or not be the case.

k. Explanation

Explanation text is a text processes involved in the formation or working of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present two point of view about an issue.

m. Reviews

Reviews are a text to critique an art work for a public audience.²⁹

Based on explanation above, the researcher concludes that genre of text is a type of writing that provides systematic and characteristic feature and also has in social interaction to fulfill human social purpose. Generic structure and language feature dominantly used, text are divided into several type. They are narrative, descriptive.

C. Descriptive Texts

1. Concept of Descriptive Texts

Descriptive is one kind of genre of text. According to Wardiman, descriptive text is a text that describes the features of something or a certain place.³⁰ It means that descriptive is text describes the features of something like person, place or things. Siahaan states that description is a text containing two

²⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1994)

³⁰ Artono Wadiman, *English in Focus for Grade VIII Junior High school (SMP/MTs)*, Jakarta: Pusat Perbukuan Departement Pendidikan Nasional, 2008)

components, identification and description by which describe a person, an animal, or place.³¹

Moreover, Gerot says that descriptive is a kind of text with a purpose to give information. The context of this kind of text is the description of particular things, animal, person or other.³² It means that the purpose of descriptive text is a text which used to describe something, someone, or a place. Basically, the purpose of descriptive text is providing information. Thus, it helps the reader to imagine what the text is about. Pardiyono states that descriptive text gives description from the living or non living things to the reader.³³ In other word, description text can tell an object that is still alive and not. The social function of descriptive text is to describe a particular person, place or thing.

Based on the explanation above, the researcher concludes that descriptive text is a text which describes something and includes of the characteristic of something, someone, or somewhere. It tells the readers with the content of the text. Descriptive text also has social function that is to describe a particular person, person or thing.

³¹ Sanggam Siahaan, *Op.Cit.* p.89

³² Linda Gerot and Peter Wignell, *Op.Cit.* p.193

³³ Pardiyono, *Op.Cit.* p.32

2. Generic structure of Descriptive Texts

Generic structure is a text structure for organizing texts for creating coherent of the texts. Descriptive texts have two generic structures. There are as follows:

a. Identification

Identification is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers to be eager to read the text.

b. Description

Description it may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.³⁴

3. Grammatical Features of Descriptive Texts

Djuharie gives the explanation that language features of descriptive text are:

- a. Specific noun such as: father, school, my dog, my house, etc.
- b. Simple present tense such as: Johnny is a clever students, angel is a beautiful girl.
- c. Detailed noun phrase such as: an intelligent tall student, a big large beautiful wooden house.

³⁴Mark Anderson and Kathy Anderson, *Text Type in English 3*.(Australia: MacMillan. 1998), p.26

- d. Adjectives that have character of describing, numbering, such as: three tall buildings, sharp white fang, etc.
- e. Relation process such as: my car has four doors; my father is really handsome, etc.
- f. Figurative language such as: my throat is as dry as a desert her skin is as white, and smooth as water, etc.³⁵

D. Chain Story Technique

1. Concept of Chain Story

Chain story or story chain is a story which is written by a different author picking up where the previous one left off. Tarigan said that Chain Story technique is a technique that constructs texts by continuing the previous given sentences between students with the peers in order to make a complete passage.³⁶ Chain Story is in groups; the learners take turns to tell a story, each one is taking over from, and building on the contribution of their classmates, at a given signal from the teacher.³⁷

Chain story technique that can help the students to solve their problems. There is actually that can help the teacher to overcome the students' problem in writing descriptive text. The researchers choose Chain story technique it can make students fun and confident in writing. According to Swanson,

³⁵ O. Djuharie, *Genre Dilengkapi 700 Soal Uji Pemahaman*, (Bandung: Yrama Widia.2007), p.24

³⁶ D. Tarigan dan H. G. Tarigan, *Teknik Pengajaran Keterampilan Berbahas*, (Bandung: Angkasa. 1990), p.101-102

³⁷ Scott Thornbury. *How to Teach Speaking*, (Brattleboro Vermont: Pearson Education, 2008). p.96

Chain story technique it can be really fun and improve the students' confidence. In this technique, each student bring different knowledge to the class, and activities design to pool that knowledge can really be fun.³⁸

Writing chain story is an activity that teachers can use to make writing lessons more interesting for students.³⁹ Chain story make writing lesson become an interactive experience for students because students become involved as a group during the writing of a story yet. They are encouraged to express themselves as individuals. The stories they write show imagination, not just a task that has been completed. Typical writing assignments are solitary however, the collaborative aspect of chain stories allows for discussions within a group.⁴⁰

Beside the definitions and explanations above, Chain story technique is an activity to motivate and help the students to expressing ideas in writing by continuing the previous given sentences between students with peers in order to make a complete message.

³⁸ Paula Swenson, *Fun English Class Activities*. <http://www.ehow.com/way5180573fun-english-class-activities.html#ixzz1IEv8v1FY>. Retrieved: 26th November 2018.

³⁹ Bronagh E. Magee. *Chain Stories - A Collaborative Writing Activity*. (Omaha: EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC), 1993). p.5

⁴⁰ *Ibid.*

2. Advantages and Disadvantages of using Chain Story in Teaching Writing Descriptive Text

1) Advantages

- a) The students share and apply different writing technique.
- b) The students are introduced to different thinking to explore their ability and through chain story writing.
- c) The students can learn collaboratively with their groups to compose the story in every meeting while the teacher guides students to use the words independently.
- d) This technique can teach the students to produce English sentences using suitable vocabulary and grammar.
- e) Students feel comfortable and at ease with the format.

This activity applies to students' knowledge, skills, attitude and awareness, creating an optimum environment for learning.⁴¹

2) Disadvantages

- a) The time available is still insufficient.
- b) Requires accuracy in delivering the assessment.
- c) Long sentences of more than three sentences are still difficult to be listened to.

⁴¹ John E Smelcer. *A Round Robin Creative Writing Experience*(Exercise-Exchange 34, 1989). : p, 8-9.

3. The Procedure of Chain Story Technique in Writing Descriptive Text

- 1) Below are the procedures of chain story technique which are adapted from Bronagh. Those are:
 - a. The teacher splits the students into groups.
 - b. The teacher gives one descriptive sentence connected to the topic.
 - c. All of the members continue the sentence in turn until all the descriptions are accomplished.
 - d. The teacher exchanges the students' group works analyze it and give a feedback to the students.⁴²
- 2) Procedure Chain Story from Putra are:
 - a. Teacher divides the students into groups.
 - b. Teacher gives a sample of a text. Teacher explains about descriptive text.
 - c. Teacher explains and models to the students the process of chain story.
 - d. Teacher writes the first sentence on the board.
 - e. Students by the teacher write the next sentence in their own paper. Each student was be given to give the contribution.
 - f. Students pass their paper to the right (this pattern continuous until the stories are complete).
 - g. Students correct the stories in pairs led by the teacher by providing an edit checklist on the board to aid students in focusing on particular errors (vocabulary or grammatical structure).⁴³

⁴²*Ibid.* Bronagh. p.1-2

⁴³ Affan Pernama Putra, *Improving writing Skill through Chain Story as a Technique to Improving Writing Skill of Recount Text* (Kudus: UMK.2012)p.22

Based on explanation above, the procedure of teaching writing by using Chain Story Technique, are as follows:

- a. The teacher distributes students into several groups in one group containing five until six people.
- b. The teacher gives a descriptive text example of an Elephant.
- c. The teacher gives a question about descriptive text.
- d. The teacher writes the example of the first sentence.
- e. The teacher gives instructions to students to work in groups discussing the topic description given by the teacher according to identification and description.
- f. The teacher tells students in the group so that each student continues their story. into a relevant descriptive text

E. Three Phase Technique

1. Concept of Three Phase Technique

Three Phase Technique is a technique of teaching and learning process where the activities in the classroom focus on the students as the centre of the teaching and learning process.⁴⁴ It means that the teachers should help the students improve their ability to the text.

Three Phase Technique is a technique that is long enough to be used in teaching and learning. This teaching technique makes the learning process

⁴⁴O'Malley, J.M., & Pierce, L., V. (1996). *Authentic assessment for English language learners; Practical approaches for teachers*. (London: Longman).

becomes quite easy. Three Phase Technique part in it is the initial activity (Pre Activities), the core activity (Main Activities), and the final activity (Post Activities).⁴⁵ In order to make the structured teaching of writing, the researcher divides the classroom activities systematically.

Teaching technique used by teachers in more three phase learning is the expository technique. So the main activity is teacher explain the material and students listen what the teacher said. Teacher usually teaches by referring to textbooks or worksheets. Test or summative evaluations in order to know the development is rarely done. Student must follow the way of learning chosen by teacher; dutifully studying sequence set of teachers, and less once had the opportunity to express an opinion.

Beside the explanation above, Three phase technique is a technique teaching in learning process where the teacher usually teaches by referring to textbooks or worksheets.

2. The Procedure of Three Phase Technique

This technique focus of the strategy is on building the student courage to write. Thus, the class is conducted following three phases; those are Pre-writing, Whilst-writing, and Post-writing activity.

⁴⁵J. Brewster. 1991. *The three phase technique Handbook for Primary Teachers*. London.p,92

a. Pre-writing activity

In this phase, teacher was give some brainstorming about the material discussed and make sure that the student was not feel afraid in following the lesson. Teacher must prepare them to be ready before moving to the whilst-activity.

b. Whilst-writing activity

This is the core of the technique because many task or exercise can be involved in the phase. Teacher can do answer and question section, game, etc. in the class. The most important is to give a chance to the student to write up.

c. Post-writing activity

It is simply can be done by giving a test or evaluation to the student.

1) What should be done in three steps students the learning activities?

a) pre activities

Students are given a fun activity to be interested and motivated to learn.

Students are introduced to the topics to be studied.

Students answered questions on topics to be studied.

b) Main activities

Students have activities related to the core material.

Students practice skills is the purpose of learning.

c) Post activities

Students conclude the learning activities.

Students get feedback and reflect on learning.

2) What do teachers during the learning process three phase technique

The teacher becomes a facilitator and monitor students' activities. At the end of the lesson give feedback and assess the progress of the learners.⁴⁶

3. Advantages and Disadvantages of Three Phase Technique

1) Advantages

- a. The students with high intelligent are active, creative, and having good participation to study for getting competency and skill.
- b. The students with high intelligent can fulfill their interest in writing activity and they was encourage themselves to understand.
- c. Those activities was be more enjoyable to do by students with high intelligent.

2) Disadvantages

- a. Available time is not enough.
- b. Requires accuracy in assessment.⁴⁷

F. Frame of Thinking

Writing is the form thinking, but it thinks for the particular audience and for the particular occasion. Writing is a tool written communication between the writer and reader. The students may have writing class in their school, but they some find difficulties, like how to start writing, finds some sentence that have

⁴⁶ *Ibid*, 92-102

⁴⁷ MudyoErwayati, *The Effectiveness of Three Phase Technique in Teaching Reading Comprehension viewed from Intelligence* (Surakarta: University Surakarta 2010) p.77

relationship with the topic, etc. So that, the teacher must find and use effective techniques or strategies in order to invite the students' interest.

Chain story technique is an activity to motivate and help the students to expressing ideas in writing by continuing the previous given sentences between students with peers in order to make a complete message. Moreover, they can explore their imagination and their creativity in generating story. Because chain story technique demands the student to write their own story. Students are also trained to think quickly because the technique uses the time as the limit. Chain story technique that divides the students into several groups in the class also compatible for every level of students' ability that the teachers be able to put students' with weaker writing skills in the same group as more advanced students to facilitate the error correction process. It can be extended for less experienced writers. This was prevented a feeling of being rushed, and was allow the students more opportunity to practice the concept being taught. Correct sentences was provided a sense of accomplishment and success.

The students can learn descriptive text easier because the technique is easy to understand and it can help the students to express their ideas in writing learning process, so that become a concept that used by the students to make descriptive text. Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing descriptive text, the writer assumes that using chain story technique can give influence to the students' descriptive text writing skill.

G. Hypothesis

Hypothesis is a temporary answer of the problem in research until proved from the data which collected.⁴⁸ The hypothesis of this research are:

H_a : There is an effective of using Chain Story Technique towards students' writing descriptive text.

H_o : There is no an effective of using Chain Story Technique towards students' writing descriptive text.

⁴⁸Suharsimi, Arikunto, *Prosedur Suatu Penelitian Suatu Pendekatan Prakte*,. (Rineka Cipta, Jakarta 1998), p.64

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